

Journal of Education.



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THE DISTRICT SCHOOL SYSTEM.

BY WM. T. HARRIS.

THE chief interest of our Public School system centers in the District Schools. The other parts of the system may be said to exist in order to render these more effective. The High School—considered as an isolated institution—would have some title to its share of public money on the ground of the great value to the community which individuals possess when they are educated in the higher branches. But its obvious claim to form a part of the public school system rests on the support it gives to the District Schools, in that it renders each school more effective by furnishing a common standard, which all strive to attain. It contributes more powerfully than any other means to make the scattered schools of the city one organism. Through it each school acts upon the other, though widely separated. It is even more true of the Normal School, that it exists for the other parts of the system. Only in so far as it furnishes teachers who are so thoroughly in earnest, and so well trained professionally, that they give tone to the corps of teachers which they enter, is the Normal School a legitimate charge of the Board of Public Schools. The District School involves, for its perfection, High Schools, Normal Schools, and a corps of general teachers and supervisors, who bring into comparison the results of each, and thereby correct the one-sided tendencies of all. But these latter instrumentalities exist for the former, and their extent must be measured by the needs of that.

The aim of the State makes the District School the type of our educational system. It grows out of the demand that the masses, THE PEOPLE, shall all partake of the highest. Not the existence of one class for the benefit of another, but the existence of all for each and each for all, is the democratic principle. When the State is not founded

on a democratic idea—a government for all the people and by all the people—education cannot be universal. Such education—free common school education for all—in England, or France, or Italy, would overturn, in one generation, all the class privileges which lie at the basis of their governments. Only when the State is founded upon the distinct and explicit recognition of the inherent rights of all men to partake in the highest functions of their race, can education be permitted in its full, normal scope. Our own form of government professes to do this. It is its self-proclaimed object to secure to every man his right to govern himself. Every man shall reap the fruit of his own deed. The State decrees that the individual shall have as much justice meted out to him as he is able to mete to himself. An American shall not be treated like an infant, and have good laws without making them. He shall make his own laws, and if they are not good ones he shall smart for it until he learns how to make good ones. Better not so cheap, better not so wisely governed, provided the people be self-governed. Monarchies are doubtless cheaper, doubtless not so corrupt, as republics; but the great end of all government is the elevation of mere individuals to the dignity of self-directive persons; the concentration of the realized products of *all* in *each*. Hence the self-determination of the individual is the object of all government. No doubt an infant can be carried in the arms of the nurse more gracefully and with greater economy of time, but we prefer that he should learn to walk by himself. Such principles as these have penetrated our system of pedagogy.

The school is the theater in which the transition takes place from obedience to external authority into free action from personal conviction. For this reason school government necessarily involves two elements, *coercion* and moral suasion; and the relative amount of each changes, from age to age, in the

ratio that the patriarchal principle gets eliminated from society.

When children are to be brought up to simple, implicit obedience to the ruler of the State, and are never to expect a share in making the laws that govern them, the predominant influence in their education tends to produce subordination to authority. The self-will must, in all cases, be broken, and at all hazards. Children must be taught to obey for its own sake, and a life of obedience is thus prepared for. But in a country where self-rule is the destiny of every citizen, a different culture is required. Self-rule does not mean arbitrariness, for this is *anarchy*, or, rather, the rule of passion. Self-rule is the government of *reason*, and implies *conviction* in place of *caprice*. Therefore, discipline should act on the conviction of pupils. If punishment is to be administered, the pupil is to feel that he is the cause of his own pain, and that the teacher is an unwilling instrument in its infliction. An appeal to the reason and sense of honor in a pupil can be made only by placing some trust in his conviction of what is reasonable. Hence, we find, not only in America, but also in Europe, the current of popular sentiment to-day setting in favor of a system of school government that avoids such collisions with pupils as tend to excite their baser natures. The teacher has achieved success when he has learned to govern his pupils through their own convictions. This is the truly moral culture which popular education more and more aims to achieve. The conviction that each doer reaps the result of his own deed, and that every deed must be of a positive character, or else it will come back injuriously upon the doer—the substitution of rational action for that of selfish passion—these are inseparable; the former, the principle; the latter, its practical result. This discipline secures for the pupil self-restraint from the outset. It trains him to renounce the whims and caprices of the moment for the sake of his own rational well-being.

THE St. Louis and St. Joseph R. R. is completed to Lexington, Mo., from Lathrop and was opened a few days since for business. Lathrop is situated on the Kansas City and Cameron branch of the H. & St. Jo. R. R.

For the Journal of Education:

THE IDEAL.

BY L. J. B.

O poor tired footsore treader of life's ways,
Know there are realms of royal rest
Unvexed by noise that fills these sad long days
Fair as the storied west.

Not on swift wings of white-sailed sharp-keeled
ships
Shall man attain that splendid land;
Under strange suns unknowing dire eclipse
Paths thither dim expand.

Deep in the soul those fabled regions lie,
Beautiful with dreams dead poets saw,
Wondrous with thoughts that paused one minute
nigh

Some thinker on God's law.

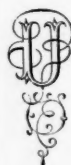
O sunset island of the Hesperides!
O golden age made ours at will!
O land of fruitful plains and summer seas!
Glad summit of God's hill!

O patient waiter, dawn makes sweet the air,
And fair-faced morning shines at length
For thee, wrapt deep in blooms those fair fields
bear,

Song-soothed through all thy strength.
St. Louis, Mo., Feb. 17, 1870.

THE TEACHER AND HIS WORK.

BY J. H. KERR.



UNLESS we are acquainted with the elements of our being, at least through their effects, how are we to learn the laws which regulate their development? and if we know nothing of the laws of development, how are we, even in ourselves, to promote that development?

And if we cannot, through ignorance, prepare ourselves for that high position in the economy of God for which we were intended, how presumptuous is it for us to undertake to prepare others for the same position! If the gardener does not know his growing crop from the weeds that are around it, how can he cultivate it? and if he does not undertake to cultivate it, is he not as liable to cultivate the weeds as his crop?

If the physician does not know the disease that is searching after the very life of his patient, and understand the laws that govern it, how can he apply the remedy? If he gives his medicine is he not as liable to kill the patient as the disease?

Hence we remark that the first essential qualification for a *good* teacher is a thorough understanding of the physical, the mental, the moral and the religious nature of his pupil.

I know that it is customary for many

who would be thought good teachers to think that they have nothing to do with anything but the mental development of the child. Such teachers, to say the least, have a very low estimate of their mission, however much they may understand the capacities of the mind and the laws that govern the same.

It is the men and women sent out by this class of instructors that have given strength to the assertion—"If the pupil becomes a villain his education will make him so much the more dangerous." Now it is not the education that will make him more dangerous, but it is the one-sided character of it. Were he developed morally and religiously, villainy in him would have its checks.

Under the direction of the qualified and faithful teacher, how important are those original principles of our nature, which we call our desires,—especially, the desire of knowledge, of esteem, of power, and of superiority!

I suppose that there is no one, except an old bachelor, who has not been astonished at the early age at which curiosity manifests itself in a child. Long before it can talk or understand a word that is spoken by those around it, it busies its little self learning the language of form and place, with an activity that might well put to shame those of older years. But how often in the school-room do we find this principle in the child's nature entirely forgotten! Nay, more; how often do we find teachers through a mistaken zeal making war upon this principle and crushing out this blessed gift of God!

Don't you remember the time you were visiting a certain school and you were so disgusted with the actions of that little boy who sat at the end of the longest bench in the school room? How he *did* act! Stretching his ugly neck as if it were a piece of india rubber—turning now to this side and now to that side—now crying out, "Please marm, maint I look at the pictures"—and now, "Please marm, maint I go out." Oh, how that teacher did look! When you went away that boy got it. I guess he did, the little rascal. But why did that boy act so? what was the matter with him? Was it the deep-seated villainy of his nature, gathering strength to the curse of the world? By no means. It was only a little conflict between the regulations of his teacher

and the laws of his God, implanted in his nature. The child wanted to be learning something new, and that in the way in which God intended him to learn it, viz.: through the sense of touch and of seeing.

The ear is given as an avenue through which the mind can learn the names of things, but in the child it should never be tasked until the things exist in the mind of the child in the form of ideas.

There is only one class of beings on earth to which such a course of instruction might be of advantage—I mean the old bachelor department of humanity. When the old bachelor becomes so ugly that no woman will have him, it might be a charitable work to teach such that all he needs is a name for a woman—then give him a name—tell him marry—wish him much happiness and bid him good bye.

Until the idea exists in the mind of the child the name is useless. The child feels it and the divinity within him rebels at such an unnatural course.

But he is told that that is the way to get an education—that without an education he won't be anybody, but with an education he may become a gentleman like Benjamin Franklin or George Washington. By those who ought to know he is told to study, study, study. He tries to think that there is something in it, and studies—name after name—name after name—name after name—but not an idea. Energies exhausted he grows sick at heart, and spews into his teacher's face, "if that be education I want none of it."

In that same school don't you remember that little girl that never appeared to move and of whom the teacher seemed so anxious to tell you that, "she was always so quiet and so good?" Why was she so quiet and so good? I will tell you. Her little nature was paralyzed, and if similar cases were not so common, it would be classed among the saddest instances in human history; and yet teachers everywhere persist in teaching names instead of ideas. The most charitable construction that can be put upon such persistency is that they do it through ignorance. "God forgive them, for they not what they do."

THE common schools make excellent citizens of a free and tolerant republic.

ARE WE TO HAVE AN AMERICAN LANGUAGE?

BY ARTEMAS WETHERBER.



ANY readers of the JOURNAL OF EDUCATION can remember the spelling-book in which *music* was spelled *musick*; *color*, *colour*; *honor*, *honour*.

Traveler and *light*, and some other words, are still struggling to appear exclusively in their more economical dress. Certain letters have been omitted in particular words, and we do not care to ask whither they have gone.

The English are more conservative, in a literary point of view, than Americans, and they cling to a superfluous letter as though its rejection would create a chasm not easily to be bridged. And this conservatism is not very strange, for the children of the English breathe its elements in all their walks. The English, generally, are opposed to change. Lands seldom pass beyond the boundaries of the family; old customs are preserved; and manners and etiquette seem to be almost as lineal as the kings and queens. It is not, therefore, very wonderful that such a people are loth to change the form of a word.

In some of the leading English magazines, recently published, several words have been selected, compared with which the American orthography differs. Some of them are here given with both the English and the American spelling:

ENGLISH.	AMERICAN.
ardour,	ardor,
armourer,	armorer,
clamourer,	clamorer,
colour,	color,
favour,	favor,
flavour,	flavor,
honourable,	honorable,
humour,	humor,
labour,	labor,
vigour,	vigor,
aggrandisement,	aggrandizement,
analyse,	analyze,
acclimatisation	acclimatization,
philosophise,	philosophize,
realise,	realize,
almanack,	almanac,
musick,	music,
grey,	gray,

Now these changes, evidently, portend a wider diversion in the orthography of the English language between

the two countries; and it is more than possible that, eventually, an American language will arise. The pronunciation, to be sure, is not affected by this change in orthography, but a wider change in orthography would, undoubtedly, bring on a change in pronunciation. The Italian language, at first, differed but slightly from the Latin, but in course of time the diversion was so distinct and separate that it became an independent language. The same is true of the Portuguese, and nearly all languages have diverged slowly and gradually from their parent-stock.

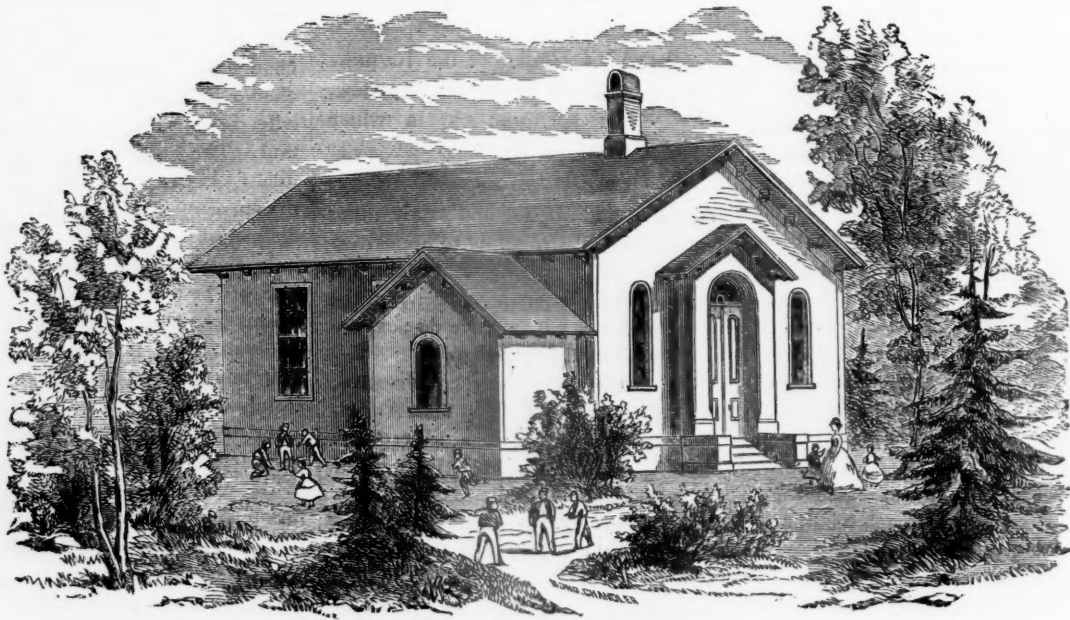
It might seem that as we are more closely connected to England, by steam and cable, than formerly, that a separate language would never arise on this side of the Atlantic. But American literature has not reached its zenith, and a national literature is but the harbinger of a national language.

Ever since Benjamin Franklin walked through the streets of Philadelphia with a loaf of bread under his arm, "A penny saved is a pound earned," has been the motto of all true Americans, and economy is practised in American literature as well as in the nation's treasury. We do not use six letters, to write *honor* when five will do it better.

It has been said that the American is gradually approaching the Indian type. It may be true that the elements of the soil, water, and air do entirely change the temperament, form, features, and color of a race; and perhaps each country has, locked up in her secret, chemical laboratory, a human prototype peculiar to itself. If, centuries hence, Americans are to have straight, black hair, copper-colored skin, and high cheek-bones, then the language will deteriorate until it finds its level with the lost Indian. But, before such a degeneration, American literature will ascend until it reaches its acme, and if tardier Britain drags so lazily behind we shall employ an American language to clothe American ideas.

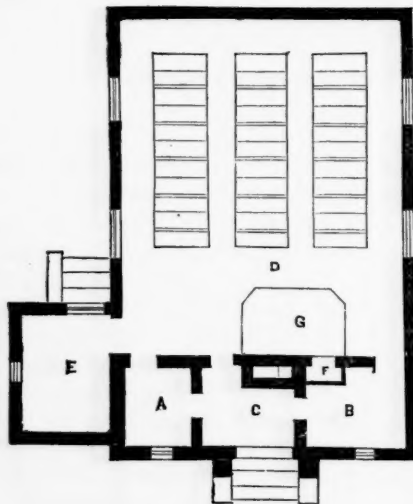
Miss Abigail Dodge, who has written a good deal under the name of "Gail Hamilton," having quarrelled with her publishers (Fields, Osgood & Co.), is about printing an allegorical sketch on them, to be called *A Battle of the Books, Recorded by an Unknown Writer for the Use of Authors and Publishers*. What the lady's satirical powers are remains to be exhibited; her humor is ponderous.

ELEVATION FOR DISTRICT SCHOOL HOUSE.



Size, 28 x 40 Feet Outside.

GROUND PLAN FOR DISTRICT SCHOOL HOUSE.



Size, 28 by 40 feet, seating 50 or more pupils. A. Boys' Dressing Room. B. Girls' Dressing Room. C. Vestibule. D. School Room. F. Teacher's Closet. G. Teacher's Platform.

Smoke flue and ventilator in rear of Teachers' Platform. Stove should stand in the open at the left of the Teacher's Platform. Open space between the desks and the walls at the sides and rear of the room $2\frac{1}{2}$ feet in width. The inside aisles 2 feet.

Seat with the Gothic Hinge, or the Combination Desk and Seat.

Size of rooms convenient for seating purposes, 24 x 32, 28 x 40, 30 x 40, or 35 x 50.

We shall be pleased to furnish applicants plans or suggestions regarding school-building. A popular error exists in the method of arranging seats in a school-room. They are generally placed the largest in the rear of the room, ranging to the smallest, which occupy the front. A much more desirable plan, and one which of late has been adopted by our best schools, is that of having only one size of desk in each row. For example in the above plan, let the two outside rows be of a size for largest pupils, the center row for smaller, etc.

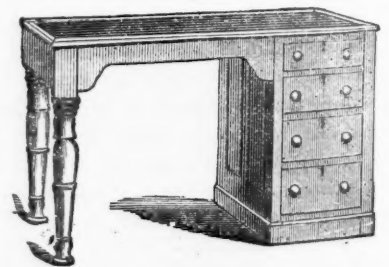
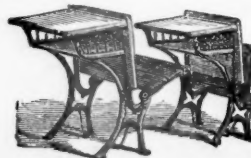
N. B.—In estimates of "Floor Space" allowance is made for chair space and for intervals between desks. Aisles should be from 18 inches to 3 feet in width.

SCHOOL DESKS.

In connection with the building of new school houses, the estimates for seating and furnishing the same should not be overlooked. These estimates, under the new law, must be made and sent in to the Township Clerk "on or before the third Saturday in April." Health and comfort demand

that the pupil should rest upon a seat of proper height and construction.

We present a cut of a new Gothic patent curved folding seat, of which there are five sizes:



CUT OF A TEACHER'S DESK.

OUR CIRCULATION.

Our friends will, we are sure, be pleased to read the following correspondence:

OFFICE JOURNAL OF EDUCATION, }
708 and 710 Chesnut street, }
St. Louis, March 8, 1870. }

R. P. STUDLEY & Co., Printers, Stationers,
etc., St. Louis, Mo.:

GENTLEMEN: Will you please examine your books, and report to me the number of copies of the JOURNAL OF EDUCATION you deliver each month? I want the facts for publication.

Very truly yours,

J. B. MERWIN, Ed. and Pub.

OFFICE OF R. P. STUDLEY & Co., }
Lithographers, Printers and General Stationers, }
221 N. Main street, S. W. cor. of Olive, }
St. Louis, March 14, 1870 }

J. B. MERWIN, Esq., Editor and Publisher
Journal of Education, St. Louis, Mo.:

DEAR SIR: In reply to your inquiry as to the number of copies of the JOURNAL OF EDUCATION which we have printed for you, we have to say, that in September, 1868, we printed 3,000 copies of the first issue, and since that time the number has been regularly increasing so that for months past the regular editions have been 5,000 copies per month.

Yours, truly,

R. P. STUDLEY & Co.

A FEW WANTS.

BY L. M. ANDREWS.

OBSERVING that the JOURNAL is a sort of box, where each deposits his ills, suggestions and plans, I, too, have determined to suggest.

The country is full of authors, each desiring, at least, to see his name in print. Now let me suggest that the point where improvement seems most needed in text books is in their *definitions*. Our Grammars and Arithmetics are particularly faulty in this respect. "A definition," says an eminent writer, should cover the entire thing defined, and *nothing else*. It should be a boundary extending entirely around the subject, like a surveyor's description of a piece of land. The words employed should be those in common use, and no more of them should be used than are necessary." To which let us add—they should be affirmative.

Let us have short, clear, concise, *technical* definitions. If the author can not construct them himself, he will find Webster's unabridged a valuable assistant, especially in Grammar.

SYSTEM is another point to be kept in view. Let every part be taken up in its proper time and place, and avoid the plan, too common among authors as well as others, of mixing everything, so as to render all indistinct and worthless.

When you lay down rules, *adhere* to them; and if a class be named and de-

fined, put nothing into that class that is not covered by your definition.

Many otherwise excellent writers injure their works by too many notes and explanations, and often explanations of notes or explanations of suggestions. Text books should be brief, comprehensive, and pointed. Commentaries are very useful in their place, but should be separate from an ordinary text book.

The *spirit* of the article by our mutual friend, J. M. Greenwood, was in the right direction. We want "better methods," live men and enthusiastic women; we want pointed, business-like work in the school room: yes, "thought to-day moves the world!" But not generalizing, random, ethereal, disjointed, impractical thought, but thought which is the outgrowth of common sense. There is no other sort of sense like *common sense*—that sort which sees the requirement of the hour, and suggests or applies it. In teaching, our lessons should be types of practical life, and *true* ones, too. Paul said: "the law was our schoolmaster, to bring us to Christ," so our text books and schools should be schoolmasters to bring us to a full, theoretical and experimental understanding of practical life; and the student should be taught the relations of school lessons to their every day uses.

ISRAEL'S MAP AGENTS AGAIN.

WE have allowed several parties within a year to expose this fellow ISRAEL and his agents in the columns of this Journal, and now further complaints begin to pour in upon us, but we do not like to give so much space to an object so *worthless*.

It seems to us that school officers ought to be better posted by this time, than to suffer themselves to be imposed upon by this humbug; and certainly they ought not to throw away the public money for such trash.

One of the most intelligent teachers of Howard county writes that he charges \$3.00 each for the keys—a book which, being full of errors, ought not to be sold at all, and which would afford a good profit if sold for 25 cents, and says further:

"Now, why any director will thus waste the people's money by purchasing

these things at such unreasonable prices can only be accounted for by their want of knowledge on the subject of *Maps* and *Keys*, and something ought to be done to enlighten them. Can you not say something about it in the JOURNAL?

Yours truly,

— — —."

Yes, we can print the above, and have similar communications enough to fill up our whole paper.

We believe Dr. BATEMAN, superintendent of public schools in Illinois, several times "exposed" this man, and this warning has been oft repeated, and we hope this will be sufficient to put *all* school officers of this and other States on their guard against these agents.

We do not know, and are unable to find, his place of business. His publication office is not printed either on his so-called "Key" or on his Maps, which fact of itself ought to be sufficient to stamp him as an imposter.

A director writes: "If in your power to aid those who have bought, by such information as you may be in possession of, or able to obtain, in reference to the whereabouts of said Israel—whether he has any establishment, or is in connection with a house furnishing these works.

If he cannot be reached, to be handled according to law, he should at least be prevented, as far as could be, from imposing on others elsewhere."

Another teacher writes from Salisbury under date of March 8th, that "these agents have succeeded in selling a great many of these maps in this county, but the directors now regret it. They resorted to all manner of *lying*, telling one director one thing and another something else. They made some of the officers believe that the State had appropriated money to pay for them, and as soon as they got through selling in the county they would report to Jefferson City the amount sold and the money would be sent here to pay for them, and if they (the Directors) did not take them, they would receive no benefit from the appropriation. I think there ought to be some way to stop these scoundrels; they are doing an immense amount of damage,—defrauding the district out of \$43.00 is not all the damage they do; directors will not now feel able to buy other maps, and so the children are robbed and are the greatest sufferers."

Educational Intelligence.

MISSOURI

ADAIR COUNTY.—The Adair County Teachers' Institute will meet at the Normal Hall, in Kirksville, on Monday, April 11th, at 1 o'clock P. M. The Institute will continue in session Wednesday and Thursday. Every teacher and school officer in the county is invited to be present. Questions of vital importance to teachers and to schools will be discussed.

COOPER COUNTY.—*Editor Journal of Education:* It may be of interest to your many readers to know something of educational matters in Cooper county; if so, here it is.

There seems to be a general awakening just now on the school question, and there are no less than three township Institutes in operation, holding their meetings monthly. From all I can learn, they are doing good work. The *Boonville Eagle* contains a report of the last meeting of the Institute in Moniteau township. The report covers ground enough for a county Institute, and shows that they mean *business*. On Saturday, the 5th instant, an Institute was held at Bellair, in Palestine township. Your correspondent was there to *see*, and can testify that they had a *good time*. As it was the first meeting, the day was spent informally in various exercises, and a permanent organization was effected in the evening.

On the same day an Institute was held at a place called Crab-orchard School-house, but as I have received no report of proceedings, cannot say what was done.

In conclusion, I have the honor to report Cooper county *awake* on the *great* question, and the teachers all pulling shoulder to shoulder in the work of fighting against ignorance and its attendant evils. Without consuming any more of your *time* or *space*, I subscribe myself

Yours truly, A.

BOONVILLE, February 28th, 1870.

CLINTON COUNTY.—The Clinton County Teachers' Institute will hold its first annual session at Lathrop, in that county, on the 5th, 6th and 7th of April next. Every teacher and school officer is earnestly requested to be present *each day*.

Prof. Parker, State Superintendent, and Prof. Clark, Assistant Superintendent, will be in attendance.

As the success of public education depends,

in a great degree, on the interest taken by the citizens, and especially those who occupy positions of trust; therefore, ministers of the gospel, retired educators, editors and others, who give it the benefit of their time and attention, are invited to attend.

We are assured by the citizens of Lathrop and its vicinity, that free entertainment will be afforded teachers and others from a distance.

A. K. PORTER,

County Supt. of Public Schools.

We are glad to give the above a place, and can assure teachers and others interested in education that this will be a gathering of interest and profit.

CHARITON COUNTY.—From *The Chariton County Union* we clip the following from a part of the report of Mr. Alfred Mann, the County Superintendent. Mr. Mann says:

I am fully satisfied that our people are taking a more decided stand, and are manifesting a deeper interest in the cause of popular education than they have done at any previous period since the inauguration of the present public school system. This is evidenced by the erection of a large number of neatly painted frame school houses which dot our prairies in nearly every part of the county. Two years ago there were, perhaps, not more than a dozen blackboards in the county, and as to globes, outline maps, cubical blocks, etc., such things were scarcely dreamed of. But at present, however, these appendages are regarded by all classes as indispensable facilities, both to teachers and pupils, and I think the time is not distant when every school room in the county will boast of its apparatus. True, in some localities the opinion is still prevalent that children can be properly taught in cheap houses, in cheap seats, and by cheap teachers, but the hope is fondly cherished that this sordid idea of cheapness will, ere long, give way to more liberal and elevated views on a subject so momentous.

We warn the public again against the agents of *Israel's Maps*. We have several communications complaining that school directors are being imposed upon in the purchase of these maps. They are considered almost worthless.

FRANKLIN COUNTY.—We scarcely know which most to admire, the good sense of the people, or the tact and energy displayed by our friend L. Frank Parker, the principal of the public school in Union. He was hired by Mr. John H. Pugh, the director, for six months. At the expiration of this time a meeting of the citizens was called to vote on the question of continuing the school for four months longer. The result of the meeting was a *unanimous* vote for its continuance. This action is commendable alike to the director, the teacher and the people, and with such a degree of unanimity, marked progress will be secured among the pupils in their future career. We congratulate the parties interested, and shall be glad to chronicle similar instances frequently.

The Teachers' Institute, held a few days since in Washington, was a decided success. The interest culminated in the appointment of a committee to visit Jefferson City, and secure, if possible, the location of the Normal School in Washington county.

HOLT COUNTY.—The *Forest City Independent* says:

The Teachers' Institute for the county, under the supervision of Superintendent Blanchard, held its first session for 1870 in Oregon, this week, commencing on Monday and closed on Thursday night. We learn that the attendance was large and the session one of peculiar interest. Prof. Neely, from St. Joseph, visited the Institute, and we hear his lecture on the art of teaching highly spoken of. The office of teacher is the most important one to society. It works on the most susceptible minds and makes impression as lasting—not as time alone—but as eternity. Its influence reaches the humblest cottage and the proudest mansion. It controls the people, and the people control Congress, Presidents, Kingdoms, and Empires. There is no public work on hand in which so much interest really exists, from which so much power radiates, as that of teaching the children in our schools. Teachers, then, should respect their office, claim respect for it, and dignify it by the highest personal culture, the noblest examples of right doing, and in the most earnest and constant zeal.

That editorial has just the right ring, and it is true, every word of it.

JEFFERSON COUNTY.—We are informed by Mr. Mark C. Jennings, the County Superintendent, that the Jefferson County Teachers' Institute, will meet at De Soto, on Wednesday, March 23d. Prof. Edwards, Prof. Spencer, and a number of teachers will address the Institute. Interesting exercises, drills, discussions, music, and a remembrance of the pleasure and profit of the last session will, we are sure, bring out the teachers and the people, too.

LAFAYETTE COUNTY.—A four days' session of the County Institute held in the city of Lexington, which from its commencement to its close was kept up with increasing interest and enthusiasm, cannot but result in great good not only to the large body of intelligent teachers present, but to the cause of free schools in all that section of this State. We took full notes of many interesting features of the meeting, but for want of space are obliged to omit them. The *Caucasian* says:

"At the opening, an address was read by Mr. A. Slaughter, the President of the Institute, in which he not merely alluded to the present of the association, but looked beyond and congratulated it as a success, and the system upon which it is based, and thought the future of common schools mainly in the hands of the teachers themselves, under the liberal patronage of the laws as they now

exist. He said there were 7000 teachers in the State, and all that is wanting to give efficiency to the system was well chosen and well directed action; thought with present means and organization, the system must take precedence, and if it failed, the responsibility would rest on the teachers themselves.

The *Register* says:

"More than half of the public school teachers of the county were present, and the interest manifested was not confined to those participating in the proceedings, but was shared largely by the people. The address of Superintendent Smith, was the best thing we ever heard from him, and that is saying a great deal."

After complimenting the address of the Rev. Mr. Burrows, and the essays of Miss Green, Major Carrington, and others, the *Register* says:

"Prof. Edwards, on Friday evening, to use a common expression, filled us full. We have known him from boyhood. He was our 'chum' in college, and the affection we had for him then has not grown weaker by the lapse of time. He is as near a complete English scholar as any man we know. He is a poet, artist and philosopher—a singular combination in one person. We know the purity of his private life, and think we partially appreciate the nobility of his genius. His lecture, from first to last, was as pure literature as it has been our good fortune to hear for many years. He had a large intelligent audience and held their undivided attention."

"We would do injustice to close this hasty sketch without noticing the readings, by Mr. Farnham, Principal of the Second City School. He first read Longfellow's 'Building of the Ship,' then recited Whittier's 'Pipes of Lucknow,' then read the colloquy between Hamlet and his mother, from Shakespeare, and closed by reciting 'The Charge of the Light Brigade.' In our judgment, this was the best performance of the week. But few professional readers excel Mr. F. His selections were the most beautiful productions of the language, and were so forcibly and beautifully rendered, that they seemed better than ever before."

Prof. G. H. Smith, the County Superintendent, aided by an efficient corps of teachers, has done, and is doing, a great work for the people of Lafayette county.

PETTIS COUNTY.—Dr. Shattuck writes to the *Democrat* that the city schools of Sedalia are overcrowded, but are doing finely under the superintendency of Professor G. H. Ready. Our High School is a model one, and is under the charge of Miss L. J. Maltby, of this city, who is a graduate of the New York State Normal, and the Oswego Training School. She has few equals as an instructor, and those who may feel disposed to doubt this statement we urge to look in at our High School.

The Central Normal is still in session, under the direction of that able and earnest educator, Prof. George P. Beard, who anticipates a large increase of patronage as the winter schools are closing.

PHELPS COUNTY.—A session of the Phelps County Teachers' Institute will be held at the Public School-rooms, in Rolla, commencing on Tuesday, the 12th day of April, 1870, and continuing four days. A cordial invitation is extended to all friends of popular education, to be present and participate in its exercises, and especially to Teachers and Superintendents of adjoining counties.

PLATTE COUNTY.—The teachers of Platte county will meet for the purpose of holding an Institute at Weston, Tuesday, April 5th, and continue several days. Arrangements have been made to make the gathering one of great interest and profit.

RANDOLPH COUNTY.—The *Citizen* says: We do not believe there is a county in the State (St. Louis excepted) which can boast of better public schools, as a class, than Randolph; and no little of the improvement manifest within the last few years is due to the earnest, intelligent and indefatigable labors of our County Superintendent, Mr. Rothwell.

WORTH COUNTY.—Mr. J. W. Gibson, the efficient County Superintendent of Worth county, writes to the *Grant City Star* in regard to the duties of "Local Directors" so much practical good sense that we copy it entire, and commend it to all school directors throughout the State.

In next month, from the first to the twentieth, Local Directors have one of the most important duties to perform of the many attached to their office. It is that of taking the enumeration of the pupils between five and twenty-one years of age that are then resident within the limits of their respective districts. The reason this is so important, is the fact that the amount of funds received in their several districts from the State, county, and township funds, all depends upon the enumeration returns found in the office of the County Clerk and State Superintendent when they make their apportionment of the School funds, as their apportionments are made wholly upon the enumeration returns from the several districts. If no enumeration is made at all, there will be no money apportioned to such district; and if only a partial enumeration is made, there will be only a part of the money justly due apportioned to such district. For the want of full and proper reports made out and returned at the proper time, this county has already lost near two hundred dollars of the last year funds; and will lose more than that on the funds just being apportioned for this year. Then let every director in the county be sure to make a full report, and at the right time, of the whole number of children in his respective district. Blanks for making these reports have been sent out to the different Township Clerks to be furnished to the several Directors of their townships. Call on them for these blanks, and if enough have not been furnished, call on me and I will supply the deficiency.

W. J. GIBSON,
County Superintendent.

TEACHERS' BUREAU.

The applications for good teachers in the West and Southwest to this office, have become so numerous that we have determined to establish a "Teachers' Bureau." Those desiring teachers are requested to state as briefly as possible—

1. Salary.
2. Length of school term.
3. Qualifications required.

Teachers desiring positions, and those desiring teachers, will thus be brought directly in contact at once, and we shall hope to make the Bureau of essential service to all parties interested.

As we shall charge no fee, at least for the present, persons communicating with us will please enclose stamps for return postage.

TEACHERS WANTED.

No. 9. A colored teacher, gentleman or lady, to teach a primary school. Must be first class. One with some knowledge of vocal music preferred.

TEACHERS WANTING SITUATIONS.

No. 17. A gentleman would teach the higher branches in a public school. Can commence on April 1st, 1870.

No. 18. A gentleman as principal of a good school. Can commence at any time.

No. 19. A gentleman as principal, and his wife as assistant of a public school.

No. 20. A gentleman as principal of a graded school. Has had 18 years' experience. Will be ready to commence April 4, 1870.

No. 21. A lady as teacher in a public or private school in Saint Louis or its vicinity. Has taught several years in the Minnesota schools.

THE SCHOOL LAW.

Several changes have been made in the school law to which we call special attention.

Three directors are to be elected in each sub-district for one year in April, instead of one as heretofore.

In taking the enumeration of the children the names must, in all instances, be given of all the children, both white and black, between the ages of five and twenty-one years.

Love for the children as well as duty to the state, require us to cherish and perfect, by every means in our power, the free common schools.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : : MARCH, 1870.

REPORT OF THE STATE SUPERINTENDENT.

WE TOOK occasion in a late number to speak of the address of State Superintendent Parker, before the Teachers' Association at Kansas City, and expressed our gratification that it was to form a part of his annual report. Since that time we have received the report, and find it not only a valuable and interesting document, but so far superior to all former reports on this subject in many respects as to entitle it to special notice.

A great defect in these documents in former years has been that they failed completely in their details of the condition of education in this State. They perhaps have served their primary object of informing the Legislature what had been the work of the Superintendent for the preceding year. This was so far well. But it is unquestionably intended by means of these reports to keep the people of the State and country informed upon this subject; and this object, although nominally secondary, is practically the real one for which such documents are printed. But for this they would rarely get beyond manuscript.

A serious defect in former reports has been the omission of all information regarding schools in the cities organized independently of the General School Law. Look in the last year's report for St. Louis schools, and you understand what we mean. The fault is more in the law than in the Superintendent, who ought to be at the head of the entire system of public education in the State, and to be able to exact reports from every independently organized board, as well as from every county superintendent. The law goes far enough when it makes such organizations independent of county officials, but there is neither propriety nor dignity in establishing a system of public schools in which the authority of the State and its highest executive officers is not recognized and respected.

We are glad to perceive that what the Superintendent could not legally demand he has obtained through the courtesy of the superintendents of the schools in St. Louis and St. Joseph, to wit, from the former a statement of the operations of the last scholastic year, with numerous interesting figures and statistics, and from the latter a historical sketch of what has been accomplished in that city up to this time. These two documents from the cities whose public schools are most advanced of any in the State, are a most valuable addition to this report, and will give it an interest abroad as well as at home it could not otherwise have possessed.

To complete the view given of the state of education in Missouri, the Superintendent has not stopped with schools conducted under the public school laws, but gives sixty pages to reports of institutions for higher education or instruction of a special character. The State University, the Deaf and Dumb Asylum, the Institution for the Education of the Blind, the North Missouri Normal School, Washington University, and McGee College, are all represented in the report.

Some improvements in arrangement are also worthy of notice, especially that of placing statistics of counties in connection with narrative reports of their superintendents, which adds greatly to the convenience of reference.

The Legislature has made liberal provisions for printing this report, and we hope it may have an extensive circulation, both at home and abroad. In all respects it compares very favorably with similar reports from other States, and is greatly superior to many of them in the complete view it gives of the progress the cause of education is making in our midst.

We shall notice some other features of this document from time to time.

DUTIES OF LOCAL DIRECTORS.

We print the very plain and specific provisions of the School-law in regard to the "Duties of Local Directors," and the work they are to do between the "first and third Saturdays in April."

It would seem after the experience of the past two or three years that teachers, school officers, and all others interested, would see the necessity of a strict

compliance with the law, because of the delays in the payment of our teachers, and the vexatious law suits which have grown out of the fact that the law was not complied with. Let there be no misunderstanding about these matters this year. Sec. 13 says:

It shall be the duty of the local board in each sub-district to take, or cause to be taken, between the first and third Saturdays in April, in each year, a list of the names of all the white and colored youth, noting them separately, between the ages of five and twenty-one years, permanently residing within such sub-district, designating between male and female, and record the same in the records of the sub-district, and return a certified copy thereof to the township clerk; giving the name of every resident therein owing any personal property subject to taxation.

ESTIMATES TO BE MADE.

THESE estimates, which it becomes the duty of the local directors in each sub-district to make "on or before the third Saturday in April," should be all talked over carefully among the teachers and school officers. We give below the law and the necessary forms, also. Sec. 14 says:

It shall be the duty of the directors in each sub-district, on or before the third Saturday in April of each year, to forward to the township clerk an estimate of the amount of funds necessary to sustain the schools in their respective districts for a period of not less than four or more than six months, and to discharge any indebtedness caused by insufficiency of previous estimates; in such estimates stating clearly the amount deemed requisite for each and every item of expense, and in case the directors in any sub-district shall fail to take and return the enumeration aforesaid, and the estimate required by this section, it shall be the duty of the township clerk to employ a competent person to take such enumeration and make such estimate, and to allow such person a reasonable compensation for his services out of the funds of the subdistrict.

FORM OF LOCAL DIRECTOR'S ESTIMATE.

To the _____ Clerk of Township No. _____, County of _____:

The undersigned directors of sub-district No. _____, township No. _____, in the county of _____, do respectfully submit the following estimate of the amount of money necessary to sustain the public school in said sub-district for the period of _____ months during the present year:

STATEMENT OF ESTIMATE.	DOLLARS.	CENTS.
Teacher's wages.....		
Building		
Rent		
Repairs		
Furniture		
Apparatus		
Fuel.....		
Contingent expenses.....		

Dated this _____ day of _____, 18____, Directors.

STATE SCHOLARSHIPS FOR STUDENTS IN ENGINEERING.

ON. Mr. Mullings, Chairman of the House Committee on Education, introduced, January 26, 1870, a bill entitled "An Act establishing State Scholarships for the benefit of students in Civil, Mechanical and Mining Engineering." It was read twice, and, at their own request, referred to the Committee on Mines and Mining.

Having carefully examined a printed copy of the bill, we looked for a unanimous report in its favor, and for its passage before the adjournment.

In brief, the bill establishes (40) forty State scholarships, and distributes them by Congressional districts throughout the State.

Applicants for scholarships must declare in writing their intention of becoming Engineers, and must present certificates of having passed a satisfactory examination for entrance to a scientific (Engineering) school, "of good standing, in the State of Missouri."

It is made the duty of the State Superintendent of Public Schools to examine applications, decide upon the eligibility of applicants, award scholarships, and, in general, assume their entire management.

Students are to retain their scholarships four years, the usual time required by a student leaving a Central or High School to complete an engineering course.

Students completing their course in less than four years, or proving unsatisfactory pupils, or leaving the State, forfeit their scholarships.

Sections 5 and 7 deserve to be given entire.

"Section 5. In all cases of more than one application for the same scholarship, a competitive examination shall be held by or under the authority of the State Superintendent, and the student sustaining the *best examination* shall receive the preference in the award of the scholarship."

"Section 7. In every competitive examination, held in accordance with section five of this Act, regard shall be had *only* to physical health and fitness, moral character, the ability to read, write and spell English, and a knowledge of geography, arithmetic, algebra,

geometry, and the history of the United States."

[The italics are our own.]

The eighth section requires the State Treasurer to pay from the Common School Fund the sum of one hundred dollars, semi-annually, to each holder of a State scholarship.

These provisions need no further explanation. The bill goes straight to the point. It is not intended to subserve the interest of an individual or of an institution, but the welfare of the State.

It proposes to develop the resources of Missouri internally and not externally; that is, by giving to the sons of Missouri the ability to develop the wealth which by inheritance will soon be theirs, instead of importing skill and enterprise which shares our wealth and then leaves our borders.

Political economy says the bill is sound. So long as eastern capitalists and corporations put up factories and furnaces on our soil, build our railways and work our mines, so long a full half of the profits of such enterprises are sent out of the State. But when we find in our own ranks the engineering skill to plan and carry out such undertakings, home capital will not be wanting to assist in developing the wealth which will be all our own. Therefore we say that this annual investment of \$8,000 (the amount required by the bill if all its scholarships are filled) will be a wise one. It will be repaid ten fold.

Hence, in the name of the forty young men, scattered through Missouri, who wish to take the course of Mining Engineering at the State Mining School, or a course in Civil and Mechanical Engineering at Washington University, or in any other regular Engineering School, but who, unaided, are not able to do so, we call upon the committee to make a favorable report, and upon the General Assembly to pass the bill.

GOVERNMENT LANDS IN MISSOURI.

There are at present 1,130,000 acres of land in Missouri, subject to entry under the Homestead Law, or with Agricultural College scrip land warrants, or cash at \$1.25 per acre. These lands are nearly or quite all timbered lands, the prairie land having been entered already. Many of these lands are rich in minerals, and worth, in some instances, thousands of dollars per acre.

There are deposits of iron, lead, nickel, tin, plumbago, copper and zinc, upon lands known to belong to the government; and though remote from railroad transportation at present, the time is not far distant when the mineral districts of the State will be penetrated by railroads, some of which are already projected. If capitalists who wish to invest in mineral lands, with a determination and capital to develop them, will apply to, or address the editors of our mining or agricultural papers, they can obtain information of value to them, which they could not secure by months of prospecting.

THAT "CONFIDENTIAL" CIRCULAR.

Quite a number of those "confidential" circulars issued by T. A. Parker, State Superintendent of Schools, have been sent in to us with a request that we publish one of them. We cannot afford the space in this issue, and we understand that Mr. Parker has agreed to print another correcting the misstatements contained in the first one. We may give them both in our next.

These various schemes gotten up by Parker, Clark and Fethers, to break down Mr. Harper and others, by these "confidential circulars" and "affidavits," will, in the end, react on themselves. It is as impossible to impose upon the County Superintendents, teachers and people, as it was to hood-wink the legislature, and the attempt to do either is as foolish as it is disreputable.

THE NEW SCHOOL LAW.

We send to every subscriber of the JOURNAL OF EDUCATION in Missouri, with this issue, a copy of the new School Law, which we have had printed in advance, *at our own cost*.

It is all important that school officers and our teachers, as well as the people, should read and understand this law, and while the extra expense to us for furnishing it in this form is no inconsiderable item, we are sure our patrons will appreciate our efforts to serve them promptly in a matter of such vital interest.

DIVIDE the public money raised for schools among the religious sects, and endless contention and prostration of general education at once result. A large part of the youth of the country would grow up in ignorance.

Book Notices.

HAYDN'S DICTIONARY OF DATES. American edition. New York: Harper & Brothers. For sale in St. Louis by E. P. Gray.

This modest title distinguishes a volume evincing so much of patient labor, such a careful collation of figures, such a familiarity with all the essential facts and dates in the history not only of nations, but of every branch of science, art, literature and discovery, as to give it rank among the foremost literary productions of our time. A dictionary of dates is no mere barren chronological table. It is—at least this is—an encyclopedia of the history of all ages. A table of chronology containing half the data in this volume would be cumbersome and useless, unless printed with a complete index, which would be as elaborate a work as the original table. Such an index, however, to the chronology of all times, nations and arts, is the volume before us.

It is impossible in the space allotted to us to give anything like a review of such a work; indeed no review could give an idea of the immense amount of labor its preparation must have required. It has attained its present completeness only by successive revisions, each edition being an improvement on the last, and this American edition being the most complete of all, both by its amendments to the old matter and from the addition of a mass of incidents and dates of American history down to the close of our late war.

Many a pretentious encyclopedia contains less of real value, and whole libraries of history might be ransacked for the material embraced in its covers. Without a more extended notice let us commend it, especially to teachers, as next in value to Webster's Dictionary, and to all book buyers as one of the indispensable volumes of the day, and sold at a price to put it within the reach of very modest incomes.

THE BIBLE IN THE PUBLIC SCHOOLS. Arguments in the case of John B. Miner et al. vs. the Board of Education of the city of Cincinnati et al. Superior Court of Cincinnati. With the Opinions and Decision of the Court. Published by Robert Clarke, of that city. For sale by the St. Louis Book and News Co.

This is an elegant volume, in its binding and typography, but is yet more valuable for its matter.

It contains the arguments, *pro* and *con.*, in regard to the use of the Bible in

our Public Schools, and their publication will help to give this question a proper solution.

FROUDE'S HISTORY OF ENGLAND. Volumes III to VI. New York: Chas. Scribner & Co. For sale in St. Louis by St. Louis Book and News Company.

The sixth volume of this work brings the narrative down to the death of Queen Mary. It does not lose in interest. The wave of revolution which had its small beginnings in the early part of Henry's reign, has gained constantly in volume and impetus. It requires no ordinary mind to treat of such events as were daily transpiring in those times, without betraying the inspiration of passion or partisanship. That Mr. Froude has done this marks his high qualifications for his work, and yet we observe it has subjected him to bitter criticism from men who it seems cannot comprehend how history can be written under any other inspiration. Mr. Froude is no iconoclast, but he has no reverence for the tinsel bravery of monarchs. Under his hand the gaudy trappings fall off. The actual good that is in men is displayed, while the "divinity that doth hedge in a king" affords no protection to vice, selfishness or stupidity. We shall not wonder to see his portraiture of the men and times of which he treats ultimately accepted as standard, however much it differs from the notions we have hitherto conceived. Of the typographical appearance and binding of this edition we have spoken before.

THE POPE AND THE COUNCIL. By Janus. Boston: Roberts, Brothers. For sale in St. Louis by Soule, Thomas and Winsor.

This book, which is a translation from the German, undertakes to give a historical sketch of the doctrine of Papal infallibility, and other doctrines which are proposed to be enacted into dogmas of the Roman church by the present Œcumenical Council. The author is evidently a Catholic, but as rigid an opposer of ultramontanism as any Protestant can well be. He writes with great power, and manifests such a thorough familiarity with his subject as to give his book great value as a contribution to Ecclesiastical History. His statements are substantiated by a constant reference to standard authorities.

FIELDS, OSGOOD & Co., have received a telegram from London announcing the title of Dickens new novel

to be *The Mystery of Edwin Drood*. It will be commenced in *Every Saturday* during the present month.

THE LIFE OF MARY RUSSELL MITFORD. New York: Harper & Brothers. For sale by E. P. Gray, St. Louis.

The editor of these tasteful volumes has given us an autobiography with all its charm and freshness, and yet without a savor of the egotism which is often so offensive in this class of literature. Miss Mitford's life is told by herself unconsciously in her letters—from those to her parents in the fifteenth year of her age, to a note written only two days before her death. These letters, written under all circumstances, in every state of mind, and discussing with all the frankness of confidential private intercourse the details of her home and literary life, have been collated with great care and labor by Miss Mitford's executors. Collected in these volumes they form a work which—to quote from the preface—"while it may have little attraction for those whom nothing less than the strong excitement of a sensational novel can satisfy, may not be entirely without its charm for many others, as exhibiting the reverses and labors, the thoughts and feelings, the tastes and opinions of a very highly gifted and most excellent woman."

PRINCIPLES OF DOMESTIC SCIENCE: AS APPLIED TO THE DUTIES AND PLEASURES OF HOME. A Text Book for Young Ladies in Schools, Seminaries and Colleges. By Catherine E. Beecher and Harriet Beecher Stowe. J. B. Ford & Co., New York. For sale by St. Louis Book and News Co.

We welcome this work and most earnestly commend it to the attention of educators. It will materially aid pupils in applying the facts and principles taught in the text books to the affairs of every-day life in the home, and this practical education is what we need. There can be no doubt that the *study*, in school, of such a work as this, would not only be of unusual immediate interest to young girls, but would inculcate principles and impart ideas which would be of essential value to them through life. This school book has been prepared with great care, from "*The American Woman's Home*," a work by the same authors, which has had a very wide circulation, and of which the New York *Tribune* says: "This book is a whole library of sound suggestion, important information, exhortation and reproof. Indeed, almost every small every-day perplexity finds its help and answer

here." Condensation, revision, addition of special features, elision of much detailed matter not needed in a textbook for instruction, and a full table of questions and suggestive hints for the use of teachers and pupils, at the end of the volume, make the "*Principles of Domestic Science*" a complete work in itself, unique in design, and singularly well fitted for the special purpose which it has in view.

A TREATISE ON ANALYTICAL GEOMETRY, written for the Mathematical Course of Joseph Ray, by George H. Howison, of Washington University, St. Louis. Published by Wilson, Hinkle & Co., Cincinnati. For sale by St. Louis Book & News Company.

This is an elegantly bound book of 574 pages. The author is well known in St. Louis and the West as one of the ablest scholars we have. The work treats of the principles of the science of geometry as applied to conic sections. The author states the object he has in view as follows: To furnish an adequate introduction to the writings of the great masters, and to produce a book from which the topics of first importance may be readily selected by those who cannot spare the time required for reading the whole work.

STODDARD'S PRIMARY PICTORIAL ARITHMETIC. This work of 110 pages contains beautiful pictorial illustrations with Tables and Exercises on the fundamental rules. Sheldon & Co., New York.

STODDARD'S COMBINATION SCHOOL ARITHMETIC. This book is a combination of so much of Arithmetic, both mental and written, as presents for common schools a practical course of instruction. Sheldon & Co., New York.

STODDARD'S NEW PRACTICAL ARITHMETIC. Sheldon & Co. New York: For sale in St. Louis by St. Louis Book and News Co.

We commend the above series to the attention of teachers and others interested.

LOSSING'S PRIMARY HISTORY OF UNITED STATES.

LOSSING'S GRAMMAR HISTORY OF UNITED STATES.

LOSSING'S COMMON SCHOOL HISTORY OF UNITED STATES.

LOSSING'S PICTORIAL HISTORY OF UNITED STATES. New York: Sheldon & Co. For sale in St. Louis by St. Louis Book and News Company.

We stated some time ago that Sheldon & Co. had bought the plates of this series of histories, and they have now laid on our table a complete set of the books for our examination. It is only necessary for us to say in this connection, that Mr. Lossing gives us the results of years of careful labor in these volumes, and throws into them all the interest, brilliancy and vividness of description which characterizes his "*Field Book of the Revolution*."

"THE GATES AJAR," says the *London Guardian*, is a remarkable little work by an American writer, who ought to be better known than she is in our country, Elizabeth Stuart Phelps. The tale is nothing. It is only the form in which certain theological musings about the condition of the saints in heaven are cast. Those musings will not sound so strange here as they seem to be regarded in America; for they consist only in the repudiation of a cheerless and monotonous eternity of a barren worship, and a substitution for it of a prolongation of the sweet societies and varied interests of humanity, purified and perfected in the light of a higher atmosphere and the conscious approval of a Divine Presence. But they are written with much beauty of style and a sustained elevation of thought, which makes them very attractive. *Men, Women, and Ghosts* is a collection of stories which have appeared in different periodicals, and which indicate the same union of breadth and refinement which is apparent in the other book. The ghost-story, which confers the final name in the title, is as good a one as we have ever read."

Magazine Notices.

Harper's Magazine for March contains: Frederick the Great; Shadows; Nature's Common Carrier; Broken Music; South Coast Saunterings in England; A New Judgment of Paris; Civil Service Reform; Miss Ellington's Niece; A Brave Lady; Our Relations with England; Anteros; Jessie; Bolivar, Liberator of South America; On a Photograph; Athens; Editor's Easy Chair.

The *Atlantic Monthly* for March has the following table of contents: In Behalf of the Birds; Joseph and his Friend; From Pennsylvania Hills to Minnesota Prairies; The Military Ball at Goulacaska; The Minor Theaters of London; Balder's Wife; A Romance of Real Life; Adventurers and Adventureresses in New York; Time Works Wonders; The Blue River Bank Robbery; A Night in a Typhoon; Evening Song; California Earthquakes; Is Marriage Holy? Hopes of a Spanish Republic; Captain Ben's Choice, etc.

Good Words is the title of a monthly edited by Dr. Norman McLeod, and is

one of the most popular English magazines. With the January number for 1870 its simultaneous publication in this country was commenced by Messrs. Lippincott & Co., of Philadelphia, who make it in all respects a complete counterpart of the original. We can give it no higher recommendation than to name such contributors as Alfred Tennyson, Arthur Helps, Hon. W. E. Gladstone, Anthony Trollope, Mrs. Oliphant, Rev. Charles Kingsley, and many others as eminent in the higher walks of literature. In some Christian households where the tendency of so much of our modern periodical literature to what seems an objectionable latitude of doctrine is a source of anxiety, *Good Words* will be found an acceptable visitor.

Lippincott's Magazine for March contains: The Vicar of Bullhampton; "Give me a Pin and I'll Show you a Show;" Jim Lane; The Coming Revolution in England; The Stranger of Nahant; Dreams; Villainous Saltpetre; Marble Fauning; Vaudoux in St. Domingo; Concerning Shelley; Today; Errors of the Press; The Forger's Bride; Governmental Interference with the Gold Premium; Our Monthly Gossip; Literature of the Day.

The *Old and New* for March contains the following: Old and New Revelations; She Writes; What a Young Man Needs in College; In Search of a Climate; Sonnet; Religion in Schools; Paul Tracy, Artist; The Distant Hills; The Algonkin "Manit" or "Manitou"; Nature and the Great Railroad; The March of Empire; Bidding; Things New and Old; England's New Colony; La Musica Trionfanti; The School men and their Bureau; Ten Times One is Ten; Sympathy; The Examiner, etc.

The *Edinburgh Review* for January has the following: Mr. Froude's History of Queen Elizabeth; Geological Theory in Britain; Memoirs of General von Brandt; Sir Charles Adderley on Colonial Policy; John Calvin in Church and State; London Topography and Street Nomenclature; Veitch's Memoir of Sir William Hamilton; The Pre-Christian Cross; The Irish Land Question.

The American Builder and Journal of Art, Chicago: February 1870.

The Bureau, Chicago: February 1870. *The Manufacturer and Builder*, New York: February 1870. *The Workshop*, New York: February 1870.—Nothing indicates more clearly the progress of our country in industrial art than the increasing number of journals devoted to the special interests of the artisan and manufacturer. We count those named above among our most valuable exchanges. Their general circulation will contribute beyond calculation to educate our people in those matters of taste and general culture, without which material prosperity is useless, and from which come so much of comfort, refinement and elevation.

The *American Builder* is devoted to the encouragement of domestic architecture. Its articles are from experienced artists, and discuss all subjects pertaining to the external and internal construction and ornamentation of dwellings, churches, offices, etc. It contains beautiful plans and elevations of houses for persons of moderate means.

The *Bureau* is especially a chronicle of the commerce and manufactures of Chicago and the Northwest. Its editorials and contributions are first class, and as a specimen of Western typography it cannot be surpassed.

The *Workshop* we have once or twice noticed, and need not say more than that the demand for it is such that it is printed in six different languages. With the *Workshop* we have received the *Workshop Album*, containing a large number of designs from previous numbers, of the most exquisite character, and in every branch of art industry.

The *Manufacturer and Builder* covers the whole field of industrial pursuits. Mechanics, builders, engineers and manufacturers of every kind will find something in it to please and interest.

Besides recommending the above journals to those to whose pursuits they are especially adapted, we would add that, to men of cultivation and leisure, they all commend themselves. There is no way of keeping pace with the progress of any art but by perusing the journals especially devoted to it. And there is not one of these but is worthy the attention of any man of liberal pursuits and intelligent enterprise.

The *Westminster Review* for January contains: Our Colonial Empire;

Land Tenures and their Consequences; The Subjection of Women; The Irish Land Question; Prostitution: Governmental Experiments in Controlling it; Our Policy in China; American Claims on England; Contemporary Literature.

Littell's Living Age. Boston: Little & Gay. Terms \$8. *Littell's Living Age* stands at the head of the publications which are made up of selections from the periodical literature of the day.

Every Saturday. A journal of choice reading selected from foreign current literature. Boston: Fields, Osgood & Co. Terms \$5.

Plymouth Pulpit. New York: J. B. Ford & Co. Terms \$3.

The Nursery. A monthly magazine for youngest readers. Boston: John L. Shorey. Terms \$1.50.

That most excellent and useful periodical, *The American Bookseller*, says a noble work has just been begun by Messrs. J. B. Lippincott & Co., in the *Universal Pronouncing Dictionary of Biography and Mythology*, the first number of which, extending to ninety-six pages, may be taken as an excellent specimen of the style and manner in which the whole will be carried out.

EDITORIAL CONVENTION.

We call the attention of Missouri editors to the fact that the Missouri State Editorial Convention will meet at Kansas City, May 17th.

Prominent among the incidents of that convention will be an excursion to the western seaboard, if the proper steps be taken in proper time; and that this may be done, we thus call attention to the fact. If the President of the Convention, Col. N. J. Coleman, will at once take this matter in hand, he will be heartily seconded, not only by all the officers of the convention, together with the publishers of Kansas City, but by the fraternity throughout the State. We feel sure that the officers of the Union Pacific and Kansas Pacific will entertain a proposition for such an excursion. It would accord with the characteristic liberality of their management, and the excursion would return important advantages to their exchequer. The real character of the road would thus be ascertained; and the press of the State

be placed in condition to counteract any remaining prejudices against it, and to set forth fully its various local interests. Its importance as a medium of through transit is already patent.

Will not the country press of the State give this subject the attention it merits, and by a timely talk about the matter, provide the grandest entertainment that has yet fallen to the lot of the hardest worked of the literary fraternities of the country,—an excursion to be kindly and pleasantly remembered for a lifetime.

We hope to see an early and general response.—*Hannibal Courier*.

THAT "RING."

THE "Official Organ Ring" at Jefferson City, seems to have been badly demoralized by the action of the legislature in repudiating Fethers and his "organ."

The facts, and documents to sustain them, we give in another column, but in order that no injustice may be done to innocent parties, we give some items of information, furnished by the State Superintendent.

Mr. Parker says he has *no interest* in the "*Review*," and never had. He stated further that Mr. Horace B. Johnson, the Attorney General, never signed the document making the "*Review*" the official organ; and Mr. Parker stated also that Francis Rodman, Secretary of State, never signed it, and that Mr. Fethers agreed to get their signatures before he published the correspondence; but, according to Mr. Parker's statement, he failed to do this, so that it would seem the "*Review*," in reality, was *never adopted* as an official organ by the State Board of Education at all! Evidently, then, the Attorney General and the Secretary of State are not in this "ring," and this will explain why Fethers, Clark & Co. were so anxious to have the Legislature pass an act *compelling* the State Board to "designate" a Journal; and, why, as early as January 12th, Parker and Fethers had *designated* such a Journal!

The "Ring," then, was not extensive in numbers, and certainly not in influence, as their schemes seems to have been repudiated by all. Still it shows plainly what Fethers & Co. would have done if they could.

IT DID NOT PASS!

THE persistent efforts made by the "Official Organ Ring" in Jefferson City to divert fifteen or twenty thousand dollars of the school fund from its legitimate use and devote it to the publishing of Fethers' "Review," have so far, we are glad to say, most signally failed. Using his position in the Senate to foist the thing on to that body, the rebuke administered to him by their repudiation of it, seems to be all the more severe. The Missouri *Democrat* speaks of their action in this matter, as follows:

"The Senate, in the final passage of the school bill, very properly, amended by leaving out the following:

"SECTION 102. The president of the township Board of Education of each township may subscribe and take a journal devoted to educational interests, and pay for the same out of any money belonging to the township; the cost of which shall not exceed one dollar per year."

"This puts a quietus on a little speculation which would have diverted ten or fifteen thousand dollars of the school fund to the building up of a private enterprise."

After the defeat of this by the Senate a new section, in the handwriting of Fethers, was found appended to the bill when it came up for final action in the house, opening out with the following clause:

"It shall be the duty of the State Board of Education to designate a Journal for which the State Superintendent shall furnish for publication, from month to month, such official decisions," etc., etc.

The sequel, and design of this little manœuvre with that of Sec. 102, will be explained by the following correspondence dated, it will be observed, about two months previous:

OFFICE OF "THE REVIEW,"
JEFFERSON CITY, Mo., Jan. 3, 1870.
Hon. T. A. PARKER, President of the State Board of Education:

DEAR SIR:—I have the honor to request you to lay before the State Board of Education the following proposition: I propose to devote sufficient space in the *Western Educational Review*, to give publication to the acts and proceedings of the Board, for the benefit of the citizens of the State interested. I propose to publish as above every month. If this proposition is accepted, please notify me as soon as practicable.

Respectfully,
O. H. FETHERS,
Ed. *W. E. Review*.

CITY OF JEFFERSON, Jan. 12, 1870.
O. H. FETHERS, Esq., Editor *Western Educational Review*:

DEAR SIR:—Your proposition is accepted, and you may consider the *Review* as the official organ of the State Board of Education.

Respectfully,
T. A. PARKER,
President of the State Board of Education.

In view of the above correspondence, what Journal "devoted to educational interests" would have been "designated" if either one of these schemes had passed? and what sort of business is this, for these "disinterested" parties who are paid for their work by the funds of the State to engage in? and what other design was there on the part of these men but to get hold of fifteen or twenty thousand dollars of the school fund and use it to build up the "*Review*" and so have an "official organ" with which to re-elect themselves to office again.

This scheme to plunder the school fund was so bare-faced, and its design so evident, that it was not only thoroughly exposed in the House, but several of the leading members of that body openly denounced it. Some of the best lawyers on the floor said, as the new section obliged the State Superintendent not only to furnish opinions, but to publish them, it could be easily construed so as to make the State liable for almost any amount, from twenty thousand dollars upward.

The "*Review*," as the "official organ," would of course be sent, containing these opinions, to parties without limit, and the money to pay for it could be withheld when the school funds came to be apportioned to the several counties.

Of course, after this expose, this new section in the handwriting of Fethers, was stricken out by an overwhelming majority. An amendment was offered that these decisions should be printed without cost, but it was of no use. The "*Review*" was not wanted even on these terms. When the bill was sent to the Senate again that body concurred in the action of the House, and so administered another rebuke to these schemers.

What next? Just this: Fethers & Co. went to work when their little scheme was defeated, to destroy confidence in the bill, and, it is said, threatened to prevent its passage on account of the cost to the dear people! When members of the Senate and House of Representatives came to read the correspondence between Fethers and Parker in regard to the "*Review*" they denounced the trick and repudiated it promptly and emphatically, and in doing this they did their duty, not only to themselves, but to their constituents.

"It did not pass."

PAYMENT OF TEACHERS.

Our teachers ought to be paid when they hand in their statement each month, and they ought to canvass this matter of estimates fully and freely with the local directors, so that funds can be secured to meet these demands.

The law on this point reads as follows. Section 49 says:

It shall be the duty of every teacher to make out and file with the township clerk, at the expiration of each month, or each term of the school, a full and complete report of the whole number of scholars admitted to the school during such term, distinguishing between male and female, the average attendance thereon, the books used, the branches taught, the wages received, the length of the term, and such other statistics as he may be required to make by the township board or local directors; and until such report shall have been certified and filed by the said teachers as aforesaid, it shall not be lawful for the township board or local directors to pay said teacher for his or her services.

FOSSIL TOOTH.

Miss Anna C. Brackett, Principal of the Normal School, has laid on our table a specimen of a fossil tooth of a Mammoth (*Elephas primigenius*.) Its weight is nine pounds, face smooth like the elephant's, and unlike the vegetable eating mammoth, of which many bones have been discovered not entirely fossilized. This tooth was found on the banks of the Missouri river, at the mouth of Sun river, Montana Territory. We should be pleased to have somebody who knows, examine this relic of the past. It can be seen at the rooms of the Normal school, to whose collection of curiosities it was contributed by Geo. Ware, of this city. The Normal school is open to visitors at all times during session; hours from 9 A. M. to 2:30 P. M.

A LOST OPPORTUNITY.—A friend remarked to us some days since, that the State Teachers' Association had the power at its last session to set the State of Missouri ahead twenty-five years, but allowed the opportunity to pass unimproved.—*Boonville Eagle*.

THE male students of the Indiana Medical College have given one of the lady students a gold-headed cane. The question now arises, "What will she do with it?"

AT Lynn they are making a new style of water-proof boots, out of ordinary lasting or serge, impregnated with a preparation of paraffine, rendering it impervious to water.

PROBLEMS.

"The following problem has been handed us, with the request that some of the readers of the JOURNAL would send a solution by quadratics, viz.:

$$x^3 - x^2 = 4.$$

—JOURNAL OF EDUCATION for February."

Transposing, and reducing the exponents to a common index,

$$x^3 - x^2 - 4 = 0.$$

Factoring,

$$(x^2 - 2)(x^2 + x^2 + 2) = 0.$$

Hence,

$$x^2 - 2 = 0, \text{ and } x^2 + x^2 + 2 = 0.$$

First, since

$$x^2 - 2 = 0, x^2 = 2 \text{ and } x = 64.$$

The two imaginary values of x^2 are,

$$x^2 = \frac{1}{2}(-1 + \sqrt{-7})$$

$$\text{and } x^2 = \frac{1}{2}(-1 - \sqrt{-7})$$

Hence,

$$x = \frac{1}{\sqrt{2}}(-1 + \sqrt{-7})^{\frac{1}{2}}$$

$$\text{and } x = \frac{1}{\sqrt{2}}(-1 - \sqrt{-7})^{\frac{1}{2}}$$

Reducing, after expanding

$$x = \frac{1}{2}(9 - 5\sqrt{-7}).$$

$$x = \frac{1}{2}(9 + 5\sqrt{-7}).$$

LIZZIE W. PRITCHETT.

Pritchett School Institute, Glasgow, Mo.

ANOTHER SOLUTION.

Given $x^3 - x^2 = 4$ to find the value of x by quadratics.

Put $x^2 = x^4$, $a^3 = x^3$ then the original equation becomes $a^3 - a^2 = 4 \dots (2)$.

Multiplying (2) by $4a$ we have, after transposing the right hand member,

$$4a^4 - 4a^3 - 16a = 0 \dots (3).$$

Adding $9a^2$ to both members of (3) and placing in the following form, it becomes $(2a^2 - a)^2 + 8a^2 - 16a = 9a^2 \dots (4)$.

Adding $12a$ to both members of (4) we have

$$(2a^2 - a)^2 + 4(2a^2 - a) = 9a^2 + 12 \dots (5).$$

Completing the square and extracting the root, (5) becomes

$$2a^2 - a + 2 = \pm(3a + 2) \dots (6)$$

Using the additive sign, $a = 2$.

$$\text{Hence, } x^3 = a^3 = 4, \therefore x = 64.$$

J. M. GREENWOOD.

1. Three straight lines are drawn at random on an infinite plane, and a fourth line is drawn at random to intersect them; find the probability of its passing through the triangle formed by the other three. Will any one please furnish an answer to the above?

2. Find two positive rational numbers such that if from each of them, and also from the sum of their squares, their product be subtracted, the three remainders may be rational square numbers. Answer requested.

ELI FLINT.

PLEASANT.

WE take pleasure in publishing the following note from the Professor of Mathematics in Washington University, and in adding that we believe the praise it conveys is as well deserved as it is gracefully bestowed.—ED.

Editor Journal of Education: I have read, with no ordinary satisfaction, the elegant solution of the circular pond problem, given in your February number, by Misses Shackelford and Hayden, of Glasgow, Missouri. I assume, as of course I am bound to do, that the solution is all their own, and hence I venture, in this public manner, to offer them my most hearty congratulations. I am very sorry for their sake that their work was so marred by the printer; but I must say that, in spite of mis-prints and breaks and odd arrangements,* the beauty and clearness of their work is easily seen. Do not suppose, now, that I indulge in this language merely because the parties mentioned are ladies; their solution would do credit to *any one*, teacher or student.

Still I can not deny that I take pleasure in recognizing in our midst young ladies of such unusual mathematical skill, and such extended scientific culture as their joint production betrays. I would know more of "Pritchett School Institute"; tell me whether the ladies are teachers or pupils, and if the latter, under whose guidance they have studied, and if such attainments are common.

I certainly hope that we shall hear from them often; and in this wish, as well as in *all* I have said, I am endorsed by many of your readers.

C. M. WOODWARD.

Washington University,
St. Louis, March 5, 1870.

*By the way, Mr. Editor, persuade your printer to get a font of mathematical type, so that this interesting portion of the JOURNAL may be presented respectably. This implies no censure on yourself; for even you can not print without type.

THE Board of Education of Brooklyn will probably increase the salaries of the female teachers at an early day from one hundred to two hundred and fifty dollars per annum, according to grade. As New York pays ladies liberal wages the Brooklyn teachers, of course, prefer to go there.

THE BIBLE IN SCHOOL.

BY J. M. GREENWOOD.



THIS question, at the present, is occupying the attention of boards of education, ministers of the gospel, legislators, journalists and school teachers, it should receive that calm and careful consideration which its importance demands.

Partyism, sectarianism and preconceived opinions should be cast aside, and the question discussed on high and common ground, so that whatever there is of merit or demerit in this kind of instruction the people should know it.

To arrive at a clear and distinct comprehension of this subject, it is necessary to consider *man as man is*; his relations to society and government; and his duty and responsibility to his fellow man, to himself and to God. This will be more readily understood by a brief enumeration of the following

PRIMARY TRUTHS:

1. Man was created a physical, an intellectual, a social and a moral being, subject to law.
2. Social civilized society is the best possible condition for man, and is the only condition in which he can be harmoniously developed.
3. Government is the result of civilized society, and is designed to secure equal and exact justice to the governed.
4. Government exists by virtue of the inherent power of those who formed it, or by organic law expressly creating it; and since a government is in legitimate existence and acknowledged as such, it has the right to perpetuate its existence.
5. The permanency of republican government depends upon the morality, the virtue and the intelligence of the masses.
6. The State (government) is the rightful guardian of the children of the State, and as such has the absolute right to prescribe the moral and literary qualifications of the teacher.
7. The Bible is the basis of all morality and the exclusion of the Bible from the school is virtually the exclusion of morality from the school.
8. The morality of the Bible is universal; not sectarian, for sectarianism is of man.

9. No other system of morality except that taught in the Bible has ever made the masses moral: no other system will make the masses moral judging from the past experience of humanity.

10. The object of education is to prepare all for duty and for destiny; and any system of instruction that fails in these respects, *is false*.

ILLINOIS.

The following from the *Efingham Register* is worth reprinting in every county newspaper in the land:

A BATCH OF EDUCATIONAL WANTS.—The people of Effingham county want a good many things—things material and things intellectual.

Among the material things wanted in many of our school districts are intelligent and enterprising school directors—men who have at heart the educational interests of the rising generation, and who will devote some time and thought to building up the cause of education in their respective districts. Without such men in charge of our school matters, no great progress can be made in establishing first class district schools.

Next to suitable directors, good school houses are needed in many of our districts. The day has gone by when American citizens should be indifferent as to the kind of buildings in which their children are educated. When they commence building they should apply to the County Superintendent of Schools, and inspect some of the plans that have been approved by the best educators in the country. So long as a neat and convenient school house is by far the best and cheapest, and so long as school houses speak volumes of praise for those who pay for them, it is bad policy to allow such jobs to be botched by ignoramuses who know nothing about the details of these things or school architecture.

And when you have elected the right sort of school directors, and erected good school houses, then you should insist on having school teachers that know something themselves, and have the ability and will to impart it to others. Employ teachers who will teach your children thoroughly concerning all of the matters and things of which knowledge is required in the every day concerns of life.

THE South Pacific Road is now running trains 185 miles from St. Louis, and has twenty miles more nearly done. Trains leave St. Louis at 7:27 A. M., and arrive at Lebanon 6:55 P. M.

PHRENOLOGY IN ST. LOUIS.—During the latter part of the February and the early part of March, the publishers of the *Phrenological Journal*, New York, will occupy rooms in the Mercantile Library building, cor. Fifth and Locust streets, where they will be happy to meet their Western friends.

THE publishers of *Putnam's Magazine* announce that Mr. Parke Godwin is to assume the editorship in the April number.

RAILROAD TIME TABLE.

Departure and Arrivals of Trains at St. Louis

CHICAGO AND ALTON RAILROAD.*		
	Leaves.	Arrives.
Morning Express (Sundays excepted).....	6:30 a. m.	10:30 p. m.
Peoria & Quincy Express, (Sundays ex.)	11:15 a. m.	5:00 p. m.
Chicago Way Express, (Sundays excepted). . . This train runs only to		
Bloomington Saturday night.....	5:45 p. m.	10:30 a. m.
Chicago Fast Express, (Saturdays ex.)	6:30 p. m.	8:45 a. m.
INDIANAPOLIS, TERRE HAUTE AND ST. LOUIS RAILROAD.*		
Day Express (Sundays excepted).....	6:45 a. m.	8:35 a. m.
Lightning Express, (Saturdays excepted).....	3:30 p. m.	3:10 p. m.
Night Express (Sundays excepted).....	2:00 p. m.	8:30 a. m.
Sunday Train.....	8:30 p. m.	8:30 a. m.

PACIFIC RAILROAD.		
Mail Train (except Sundays).....	8:50 a. m.	10:50 p. m.
Fast Express, daily.....	5:30 p. m.	6:00 a. m.
Night Express, (Saturdays excepted).....	1:20 p. m.	12:00 p. m.
Meramec Accommodation, (Sun. ex.).....	1:20 p. m.	6:30 a. m.
	4:52 p. m.	7:25 a. m.
	6:25 p. m.	4:00 p. m.
Washington Accommodation.....	4:05 p. m.	6:30 p. m.
Franklin Accommodation.....	5:50 p. m.	
Sunday Trains—For Franklin.....	9:00 a. m.	6:12 p. m.
For Washington.....	1:40 p. m.	9:47 a. m.
Trains on the Boonville Branch leave Tipton at 7:30 a. m. and 6:00 p. m.		

ST. LOUIS AND IRON MOUNTAIN RAILROAD.		
Mail, (Sundays excepted).....	6:40 a. m.	12:45 p. m.
Express, daily.....	4:10 p. m.	10:00 a. m.
Desoto, (Sundays excepted).....	5:15 p. m.	8:30 a. m.
Carondelet and Docks.....	6:45 p. m.	6:30 a. m.
".....	7:00 a. m.	8:30 a. m.
" and Docks.....	8:45 a. m.	10:00 a. m.
".....	10:15 m.	11:45 a. m.
" and Docks.....	12:00 m.	11:45 a. m.
".....	2:00 p. m.	1:45 p. m.
".....	5:15 p. m.	5:00 p. m.
".....	7:45 p. m.	7:30 p. m.
".....	8:00 p. m.	7:45 p. m.
".....	1:00 p. m.	12:45 p. m.
Sunday Trains—Express.....	4:10 p. m.	10:00 a. m.
Carondelet.....	10:15 a. m.	10:00 a. m.
".....	12:45 a. m.	12:30 a. m.

NORTH MISSOURI RAILROAD.		
Mail and Express, (Sundays excepted).....	9:00 a. m.	6:20 p. m.
Night Express, (daily).....	4:00 p. m.	6:45 a. m.
Macon Express, (Sundays excepted).....	12:00 p. m.	2:10 a. m.
St. Charles Accom., (Sundays excepted).....	9:50 a. m.	8:00 a. m.
".....	5:15 p. m.	4:45 p. m.

OHIO AND MISSISSIPPI RAILROAD.*		
Mail.....	5:00 a. m.	11:15 p. m.
Lightning Express.....	6:45 a. m.	8:30 a. m.
Night Express.....	3:15 p. m.	1:25 p. m.
Sunday Train.....	3:15 p. m.	8:30 a. m.

ST. LOUIS, VANDALIA AND TERRE HAUTE AND ILLINOIS CENTRAL RAILROADS.*		
Chicago Mail, (Sunday excepted).....	7:30 a. m.	9:50 p. m.
Dubuque Day Express, (Sunday ex.).....	7:30 a. m.	
Cairo Express, (Sunday excepted).....	3:45 a. m.	12:20 p. m.
Dubuque Night Express, (Sat. ex.).....	6:30 p. m.	12:20 p. m.
Vandalia Accom. (Sundays excepted).....	3:45 p. m.	10:30 a. m.
Chicago Express, (Saturdays excepted).....	4:45 p. m.	10:50 a. m.

BELLEVILLE AND EAST ST. LOUIS RAILROAD.		
Daily (Sundays excepted).....	8:30 a. m.	7:45 a. m.
".....	12:30 p. m.	11:25 a. m.
Daily.....	5:30 p. m.	4:45 p. m.
Sunday train.....	9:30 a. m.	8:55 a. m.

SOUTH PACIFIC RAILROAD.		
Trains leave the Seventh street (Pacific) depot daily, except Sunday, at 7:35 a. m., for all stations. Arrive at 5:23.		
*The time mentioned for the departure of the trains of these roads is the time at which the omnibuses leave the Planters' House.		
Other roads the time given is that at which trains leave the depots.		

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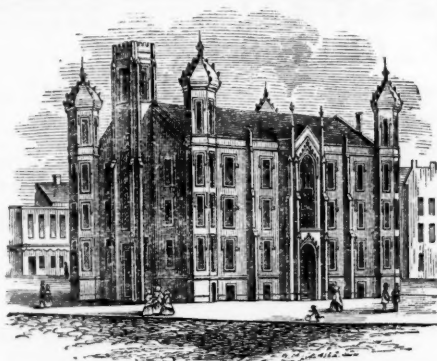
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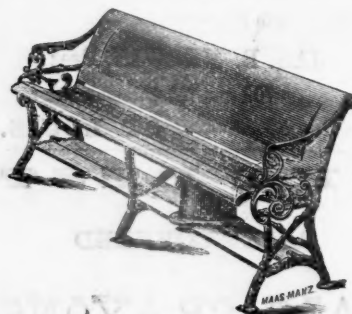
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